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# A Parent Education Program Designed for Reinforcement of Selected Reading Skills for Primary Level Students

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A PARENT EDUCATION PROGRAM DESIGNED FOR REINFORCEMENT OF  
SELECTED READING SKILLS FOR PRIMARY LEVEL STUDENTS

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A Project  
Presented to  
the Faculty of the Graduate School  
University of North Florida

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Naomi Roberson  
August 1976

A Parent Education Program Designed for Reinforcement of  
Selected Reading Skills for Primary Level Students

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# A PARENT EDUCATION PROGRAM DESIGNED FOR REINFORCEMENT OF SELECTED READING SKILLS FOR PRIMARY LEVEL STUDENTS

## Statement of Need and Rationale

Today in education there is a need for parents to participate more actively in the processes involved in teaching children to read. In relation to this need, several personal perceptions, confirmed by research, have influenced this paper and motivated its development.

This research supports the perception that more extensive parental involvement in the education of children and a home environment which is conducive to learning combine to improve educational opportunities for children (Kelly, 1974). In addition, this author believes that parents would be willing to become more involved if they possessed basic understanding of ways to help. When parents and educators possess a mutual appreciation of the role each has to play in the education of the child, opportunities for development are increased (Voelker, 1967). Current research supports parental involvement in many aspects of the instructional process. This involvement has included the provision of instruction for school-age children (Hunt, 1971; Smith, M. E. & Brache, 1963; Smith, N. E., 1963)

and the functioning of parents as teacher aides in the classroom (Calvert, 1971; Smith, M. B. & Brache, 1963). Studholme (1964) noted that group parental counseling on practical aspects of child management significantly improved reading achievement of disabled readers.

It has also been noted that in the home, children's attitudes about the value of learning are formed (Dixon, 1968). McCandless (1967) found that parental demonstrations of interest or disinterest in their child's learning, of values about education and its relative worth, profoundly affect their child's attitudes.

The child should be aware of the important role his or her parents play in the school program (Wilson, 1974). Before the classroom, the most important people in the life of the child are his parents. If the child perceives that his parents also play an important part in the school program, his capacity for learning will be improved. If a child senses that his parents are not involved in the school program, his opportunities to experience an integrated education, linking home and school, will be decreased and he may feel forced to choose between the behavioral demands of parents and teachers.

A child's education does not begin nor does it end with the hours he spends in school. His total life is an educational experience (Wilson, 1974, p. 5). Schools are more likely to

meet the need for activities that will be integrated into the child's total life experience if they keep this in mind. If they do not, school activities may be considered as foreign and therefore irrelevant to other aspects of his life.

In light of the above information it appears imminent to this author that parents be made increasingly aware of the goals, objectives, and activities of the primary reading program in order that support and reinforcement can be provided in this important area. One of the tools of communication is the written word. Reading beckons wherever we turn. Nancy Rambusch (cited in Wilcox, 1975, p. 66) points out that "until a child can read, he is at the mercy of group activity. When he is able to read he is able to teach himself and to work at his own pace." Therefore, every possible effort should be expended to bring a child to this point.

There is unanimous agreement among reading specialists that children from "reading" homes read more easily and quickly than those whose parents neither read themselves nor read to them (Chess, 1974). This is partially due, it seems, to the fact that children imitate parents. In addition, reading parents tend to be talking parents. They tend to discuss, reason, tell and show children spontaneously. Thus, more learning can take place as a

matter of course in reading families than among non-reading families.

It is therefore the contention of this author that parents can and will be a vital link in the reading process if they are made aware that they can reinforce reading skills by (1) providing a home environment more conducive to learning, (2) utilizing community resources as a source of intellectual stimulation for their children, and (3) participating in class activities in order to provide individual help for students.

#### Problem Statement

In this paper, it is the purpose of the author to develop a parent education program to reinforce selected primary level reading skills in primary students through student-parent activities in the home, school, and community.

Specifically, this program will be designed for parents of primary level participants in the Title I Reading Program in the Baker County School System in Macclenny, Florida. The ideas presented here should be generally applicable to parents of primary level reading students in any setting, taking into account the adaptation to specific local community resources and the consideration of school policies in differing localities in relation to parental involvement in the schools.



The final product will consist of six parent-teacher sessions designed to promote parental proficiency in reinforcing reading skills in the areas of (1) improved attitudes toward education and its relative worth, (2) improved language development in children, (3) improved home study environment, (4) construction of and practice with games and activities for reinforcing selected primary level reading skills, (5) improved nutrition for children, (6) increased student-parent utilization of community resources, and (7) specific classroom tutoring and management techniques.

#### Definition of Terms

The clarification of the intent of the author in the use of several terms might be helpful to the reader. These terms are derived from experience and from the search of available literature.

The author recognizes that much time and effort is consumed by persons involved in the teaching of reading in attempts to define exactly what constitutes the reading act. For the purposes of this paper, reading will be defined as the meaningful interpretation of written symbols--a process through which a reader understands. It is the process of communication between the reader and the writer, and it is the means to an end, not an end in itself.

A parent education program is defined here as a series of parent-teacher sessions in which parents will be introduced to and

participate in activities for (a) producing a home environment more conducive to reinforcement of learning, (b) increasing parent-student participation in available community resources, and (c) increasing parent participation in the classroom to provide additional instruction and aid for students.

Selected primary level reading skills to be stressed for reinforcement by parents in this curriculum unit will include oral language skills, visual motor skills, visual and auditory discrimination skills, listening comprehension skills, and decoding (letter association) skills.

Definitions of the following words and terms might also be useful to the reader. Realizing the debatable nature of the terms used in the following definition, in this paper the words deprivation and disadvantaged are defined as a lack of one, or a combination of several, of these conditions: sufficient intellectual stimulation, sufficient cultural development, sufficient emotional security, and/or adequate socio-economic status. Food is defined as what is eaten; what an animal or plant takes in that enables it to live and grow; nourishment. Nutrition is defined as food; nourishment. Reading processes are defined in this paper as the act of using the skills necessary for the meaningful interpretation of written symbols. A simulation exercise is defined as training in which situations are created to help participants learn a skill or concept.

### Review of Literature

In addition to the research cited earlier, much has been written regarding other various aspects of parental involvement in improving reading.

Reading is more than response to exact identification of letters and words. Reading is a search for meaning (Goodman, 1971, p. 13). If a child does not bring meaning to the reading process, he will be reading only a jumble of meaningless words. If he lacks relevant experiences or concepts, he cannot read a particular passage. If he has had experiences from which he has developed concepts that he relates to the words, then the words become meaningful to him. McGrady (cited in Lenneberg, 1975, p. 282) judges that language is the fundamental prerequisite for the development of intellectual concepts and many other cognitive processes. Frank Smith (cited in Lenneberg, 1975, p. 358) indicated that the only way a child learns spoken language is by talking and listening. Through talking and listening then, the child is able to acquire concepts necessary for getting meaning from reading through the use of language via a meaningful vocabulary.

Scholars have shown that a person who is less apt in the use of his mother tongue generally has a smaller vocabulary

than the person who is skilled. He uses less variety in the structure of sentences both in speech and writing. He is generally unable to order his ideas, but tends to string them out with the use of simple conjunction (Jenkins, 1971, p. 37). Jenkins states that "the size and quality of a child's vocabulary is determined mainly by his life experience rather than by his intelligence" (p. 38). Observing, seeing, feeling, hearing, thinking, reacting, conceptualizing, reconstructing, sharing, and evaluating are basic to language learning and oral vocabulary acquisition.

Children have been shown to be innately capable of acquiring language. Their predisposition to communicate is shaped by the maturation of their brain, vocal apparatus, and body. All children develop according to a similar developmental schedule which is explained by advocates of the biological forces position (Wood, 1976).

This notion of innate capabilities does not, however, imply that all human beings will develop a behavior regardless of the circumstances. There must be in addition a set of interpersonal forces, or communication models, affecting development, causing a child to go through a process of discovering rules that make a language work. In order for language to develop, a child must be

exposed to and his biological "equipment" must be triggered by the input from and interaction with communication models. This interaction in combination with his biological equipment then produces the output, or the child's communication--the language patterns characteristic of his stage of development and dependent on factors in his communication environment (Wood, 1976).

It has been shown that children suffer from the effects of stimulus deprivation, or lack of availability of interaction in their environment, to a higher degree in some developmental areas than in others. The highest degree, according to a study by Antonio B. LeFevre (cited in Lenneberg, 1975, p. 289) is in the area of language development. In LeFevre's study, a group of 50 normally healthy children who suffered no stimulus deprivation were compared with a group of 50 institutionalized socially deprived children whose environmental stimulation was negligible. As has been stated, the highest degree of difference in these two groups was in the area of language development. This was to be expected as the institutionalized children rarely communicated with one another, and only rarely heard spoken language. In the area of intelligence the institutionalized children did not differ from the control group due to a constitutional lack of intelligence. They differed in the aspect of intelligence that is dependent upon

the transmission of ideas and thoughts through words spoken by the people surrounding the growing child. This evidence tends to support the view that a child's vocabulary is determined mainly by life experiences rather than by intelligence.

It has been shown that the availability of responses, i.e., the use of spoken language, is related to the degree of integration of those responses into the vocabulary. Underwood and Schulz (cited in Jung, 1968, p. 63) attribute availability of items to the frequency with which the item has occurred in the language. The experimental support for this hypothesis is mixed. Other analyses indicated that pronunciability of items was a better predictor of learning than frequency. However, pronunciability and frequency of items were highly related and it is felt that future evidence for the frequency hypothesis might be even more positive. It would seem to this author that both pronunciability and frequency could be related to exposure to the item in the language of a person. The view that availability of responses can be related to the frequency with which the item occurs in a person's language tends to lend further support to the theory that a child's language is determined mainly by life experiences, by personal contact with language responses, rather than by intelligence.

In the life of a young child, a potential reader, these experiences of contact with language should be available in the home environment. There is evidence to support the theory that measured intelligence is, in fact, affected by language experiences in the home environment, usually dependent upon the degree of "cultural development" or "deprivation".

Hess and associates (cited in Miller, 1975) conducted research and found a significant relation between the level of abstraction of a mother's language and the intellectual level achieved by her child. They found that if a mother used an elaborated language style, her child was likely to have a high intellectual level. Hess also noted a relation between maternal teaching style and the child's cognitive level. They discovered that if a mother used an active teaching style in which specific directions and positive reinforcement were given to her child he was likely to attain a high intellectual level. When the mother's teaching style was passive with few specific directions and little positive reinforcement given, her child was likely to achieve a lower intellectual level. From a 1972 study, Miller & Camp (cited in Raman, 1975) summarized this set of interrelationships with this observation:

The role of the mother in the child's ecological system can hardly be overestimated. Her role may be the crucial

variable in the operational definition of the term "disadvantaged". The mother's apathy, ignorance, and emotional immaturity....is the ubiquitous contributing factor in the etiology of emotional aberrations, learning difficulties, and other handicaps in children. (pp. 24-32)

Additional support for the theory that intelligence and language acquisition are affected by the home environment can be seen in experiments done in a 1966 study by Gray and others (Cited in Ebel, 1969, p. 1255). Using intensive summer teaching plus "home visitor" services during the school year as a form of compensatory education for severely disadvantaged children, they were able to show some positive results in the form of intelligence and language development.

Some research workers now believe that the whole process of thinking is itself something that has to be learned over and above the natural development of the physical equipment. Harlow and Kuenne (cited in van der Eyken, 1968) have stated the following:

All our studies indicate that the ability to solve problems without fumbling is not inborn but is acquired gradually.... The brain is essential to thought, but the untutored brain is not enough, no matter how good a brain it may be. An untutored brain is sufficient for trial-and-error, fumble-



through behavior, but only training enables an individual to think in terms of ideas and concepts. (p. 40)

This training can come from exposure to experiences which enable the individual to form ideas and concepts. He then applies these concepts to words which in turn become meaningful to him.

Before a child can develop mentally, however, certain physical features must be present, and these unfold in a very uneven and sometimes dramatic way. When these particular phenomena occur, equally dramatic opportunities for learning take place, and, if these are reinforced by the environment, apparently sudden leaps in understanding are made possible.

It is widely recognized that in children with similar genetic inheritance, such as twins, the environment plays a very large part in the development of the average child. Twins, sharing a common home life, show a closely related level of intelligence in later life. But if they are reared apart in an environment that differs widely, their levels of intelligence, although still related, are far less closely matched. Less well recognized is that a stimulating environment does not have an even effect throughout childhood. Intelligence does not develop regularly over the years, but shows a dramatic initial rise that gradually trails off and comes to a halt as we reach maturity (van der Eyken, 1968). Bloom (1964) has suggested the following as helping to prove the vital link of

parents in developing the potential of their children: "In terms of intelligence measured at age 17, about 50% of the development takes place between conception and age 4, about 30% between ages 4 and 8, and 20% between ages 8 and 17" (p.68). These processes of intellectual development are irreversible, and if they are not reinforced or if the environment does not encourage their development, they atrophy or remain sluggish. Thus, it can be seen that it is important that the child be provided all possible stimulation during the early years when the potential for growth is greatest.

In a 1963 study, Cravioto (cited in Gouge, 1975) on the basis of his observations of growing children, has indicated an important relationship between these growth and intelligence peaks and the effects of nutrition on the child. The most important implication of this relationship appears to be that growth potential cannot be speeded up or slowed down and if one does not use the full potential at all ages, one does not get full physical and mental development.

The effects of malnutrition on growth and mental development seem, in fact, to depend largely on the point in the growth continuum at which the deprivation occurs, the extent and duration of the malnutrition, and the specific nutrient lacking in the diet during deprivation (Raman, 1975).

Evidence is fast accumulating to support the view that under-nutrition interferes with the development of the central nervous system affecting performance in areas which include (a) loss of learning time, or ability to concentrate, (b) impairment of learning during critical periods of development, and (c) changes in the individual's motivation and personality (Raman, 1975).

The youngster who is constantly in trouble at home and school, who tends to be nervous, irritable, emotionally unstable and unco-operative with parents and teachers, who is prone to illness and psychological disturbances and cannot seem to concentrate on anything may be a sufferer of malnutrition. Xrays of the bones of a group of children thus described have disclosed the bone structure as underdeveloped for their ages (Wilcox, 1975). From this information, and other studies, it was concluded that these children were immature in their total development probably as a result of malnutrition when an infant or in earlier childhood.

The role of nutrition in the learning process has long been recognized by experts in the field. In 1942, Newton Kugelmass (cited in Wilcox, 1975) recognized that the human brain is ceaseless in its activity and proper maintenance is essential through the provision of an adequate diet abundant in protective foods, and stated that "the brain...demands for its work an abundant supply of healthy blood in a well body" (p. 181). Even a trained

mind will be hampered in expression if the body is unfit to carry out the will due to improper diet.

It is natural to have a desire to attain. When a youngster does not want to try to do his best, there is a problem somewhere with him. In an early work on nutrition, E. V. McCollum (cited in Wilcox, 1975, p. 182) maintained that such children look upon the environment with discontent, considering life a hardship instead of an opportunity.

Even as experts have long realized the vital need for adequate nutrition in order for optimal learning to take place in children, this fact must be equally well recognized by parents of the children involved. Parents should be aware that lack of nourishment and poor nourishment lead to the same result--malnutrition. Lack of nourishment can be caused by want of sufficient quantity of food. Poor nourishment can just as easily result from lack of knowledge as from lack of means to obtain food.

This information is especially vital to parents because as Dr. Joseph Wilder (cited in Wilcox, 1975) pointed out: "The importance of nutrition for mental (and physical) functioning is much greater in children than in adults" (p. 183). In adults, mental functions may be impaired and finally there may be damage to the central nervous system. In children, grave additional factors can occur. The

development of the brain may be retarded, stopped, or altered as a result of malnutrition. These facts add support to the idea that parents need an understanding of how to provide nutritional as well as intellectual stimulation for the growing child.

Considering the information presented in this paper, it appears evident that parents can be a tremendous force in reinforcing reading skills in primary level students if they are aware of the need and understand procedures and techniques for providing stimulation for the child.

The following curriculum is designed to promote this understanding in parents.

#### Curriculum Design

It is the purpose of the author in designing this curriculum to provide parents with information, procedures, and techniques which will enable them to become more actively involved in the reinforcement of reading skills in their primary level children.

The unit approach is utilized in the development of this curriculum as the author believes that parents and teachers need to work through each segment together. In this way, each can come to understand the other better which should foster attitudes of mutual trust and respect.

The assumption that parents generally lack understanding of the role of parental involvement in promoting reading achievement in students constitutes the need for this curriculum.

It is the author's opinion that in order to establish the highest probability of success for this program, it is first necessary to take into account certain realities in the area of parent participation.

The program must be attractive to parents and an appealing method must be used in order to promote parental attendance. The author is led to believe that parent volunteers will be more successful in promoting attendance by other parents than will school personnel. Therefore, an initial effort is planned to solicit interested parents for the purpose of organizing parental activities designed to involve additional parents.

These activities will include a parent telephone brigade, organized home visits by parents to distribute invitation bulletins, and parent-written invitations in the local news media. (See Appendix A for copies of the Invitation Bulletin and the Letter of Invitation).

It is also the author's opinion that the degree of parent participation will be related to the length and type of parent-

teacher sessions. Thus, activity-oriented, one-hour sessions are planned to maintain parent interest and participation.

In order to reinforce the planned activities of the parent-teacher sessions, it is the author's belief that parents should receive written suggestions in some content areas to be considered. These will include (1) A Curriculum Overview, (2) Suggestions for Providing a Home Environment More Conducive to Learning, (3) Suggestions for a Parent-Child Reading Session, (4) Suggested Parent-Child Games and Activities, (5) A List of Community Resources, and (6) A List of Activities for Utilizing Community Resources for Learning. (See Appendix B for detailed copies.)

#### Goal of the Curriculum

It is the major goal of this curriculum to provide increased parental understanding of the role of parents in reinforcing reading skills in the content areas described below.

#### Content of the Curriculum

One area in the content of this curriculum about which it is assumed parents need more knowledge is how the home environment can be more conducive to reinforcement of learning through (1) improved attitudes toward education and learning, (2) increased opportunities for language development for primary children, (3) provision of adequate study space and study time, (4) activities designed to reinforce selected primary level reading skills, and (5) understanding of the role of nutrition in the learning process.

A second area is consideration of parent-student utilization of community resources through the implementation of learning activities

planned to promote intellectual stimulation and language growth in primary level children.

A third area for consideration is the topic of parent aide participation in the classroom in selected managerial duties and in a tutorial capacity.

The final product will consist of six parent-teacher sessions designed to promote parental proficiency in reinforcing reading skills in these major content areas.

The specific objectives of this curriculum are based on having parents exhibit in parent-teacher sessions particular skills which will illustrate that they do understand how they can reinforce primary level reading skills. These objectives are included in the design of the sessions discussed later in this section.

### Strategies

The strategies for this curriculum are basically activity-oriented to promote personal parent interest and involvement. They will include (1) large and small group brainstorming sessions, (2) small group activities, (3) roleplaying activities, and (5) individual parent contributions both written and oral.

The school psychologist and the school food service manager will be invited to speak to the parents. There is a three-fold purpose for the inclusion of these people in the program. Their contributions will promote variety in presentation, will introduce



parents to additional school personnel in a positive setting, and will acquaint parents with community resource personnel.

### Evaluation

It is often difficult to assess the success or failure of informal group meetings. In the case of this curriculum, the author feels that a measure in the form of a formal test should be avoided as the parents might tend to feel intimidated in a testing situation. The design of the sessions will, however, include activities soliciting specific parent contributions which can be evaluated to determine the extent of parental understanding of the curriculum objectives.

In addition, informal assessment will be obtained through the use of informal parent feedback at each session and by evaluating attendance and participation at subsequent meetings. At a more formal level, evaluation will include a Parent Evaluation Form relating to techniques and exercises considered to be most effective for the group which will be completed at the end of each session by the parents. Evaluation of both process and content will be possible through the use of this form. An individual checklist which is designed to allow assessment of the degree of participation by each parent will also be completed by each parent at each session. (See Appendix C for copies of the Parent Evaluation Form and the Individual Parent Checklist).

Description of Curriculum

## Session 1

Content--Relationship of Attitudes to Learning

Goal--To help parents understand the influence of attitudes and values upon children's learning.

Objective--Parents will be able to list or state verbally at least three areas in which they might exhibit an interest in a child's learning, thereby improving attitudes for learning.

Strategies--(1) 15 minutes. Parents will hear a fifteen minute presentation by the school psychologist in relation to attitudes and learning:

- A. The child's basic attitudes, interests, and values are formulated in the home.
- B. Attitudes are antecedents for school learning.
- C. Family expectations for learning affect the child's progress.
- D. Suggestions for enhancing attitudes toward learning.

(2) Parents will be provided index cards and asked to list questions for discussion as the psychologist talks.

(3) 5-10 minutes. A question-answer session between parents and the psychologist.

(4) 5-10 minutes. Parents will be asked to form groups

of 4-6 including one staff member to discuss areas or ways a parent might exhibit an interest in a child's education. Their ideas should be listed by an elected group recorder.

(Volunteer classroom aides, Classroom observation, Utilization of community resources, and Improved home environment).

- (5) The groups will come together and share their ideas as a recorder lists all composite suggestions on the board or overhead projector.
- (6) Each parent will receive a Curriculum Overview Take-home Bulletin including suggestions for areas and ways to exhibit interest in student learning.
- (7) Parents will be asked to consider and be able to state orally next week at least three areas in which they could personally exhibit additional interest in his child's learning to read.
- (8) Parents will complete a Parent Evaluation Form and an Individual Parent Checklist.
- (9) Refreshments.

## Session 2

Content--Home Environment--Language Development Activities and  
Home Study Practices.

Goal--To help parents understand the importance to reading of a  
home environment conducive to learning.

Objective--Parents will be able to list five activities which  
could improve the home environment for learning and  
will be able to describe for the parent-teacher group  
at least one activity they have implemented as a result  
of this session on the home environment.

Strategies--(1) 5 minutes. Parents will receive a list of suggested  
ideas and activities for providing a home environ-  
ment more conducive to learning. They will be given  
five minutes to read the suggestions with a staff  
member.

(2) 5 minutes. A staff member will lead a five minute  
discussion of the suggestions given explaining why  
and how they improve learning.

(3) Parents will see a film designed to provide them  
with ideas for motivating their own children through  
home reading activities and to motivate parents to  
provide help before problems develop. 31 minutes.

Film: Johnny Can Learn to Read (See Film Descriptions  
in Appendix D).

- (4) Parents will receive a copy of Suggestions for a Parent-Child Reading Session, and these suggestions will be briefly discussed.
- (5) 10 minutes. Parent volunteers will be asked to role-play a home reading session between parent and child. The volunteers will be asked to discuss/criticize their performance then group comments and suggestions will be invited.
- (6) 6 min. The parents will view a film: The Study Series-How We Study. This film is planned to provide suggestions for parents for providing a home study time. (See Film Descriptions in Appendix D).
- (7) Ask parents to list five activities which they feel they could use to improve their own home environment for learning.
- (8) Parents will be asked to share at the next session one activity they have begun at home to improve their home environment for learning.
- (9) Parents complete Evaluation Forms.
- (10) Refreshments.

## Session 3

Content--Games and Activities to reinforce selected primary level reading skills.

Goal--To help parents understand how learning games and activities can be used to reinforce selected primary level reading skills in the areas of oral language, visual motor skills, visual and auditory discrimination skills, listening comprehension skills, and decoding or letter association skills.

Objective--Each parent will make at least one game or activity which they will take home for use with their primary level child in order to reinforce selected reading skills.

Strategies--(1) 30 minutes. Parents will select and view from the list of films below those which interest them. This activity is planned to give parents a chance to learn how various games and activities are used to promote reading with primary level students.

Films: Reading for Beginners: Word Shapes (11 minutes)

Reading for Beginners: Word Sounds (11 minutes)

Reading From Now On (11 minutes)

Reading: Lesson in Teaching (25 minutes)

Reading with Suzy (11 minutes)

(See Film Descriptions in Appendix D).

- (2) Each parent will be given a List of Suggested Reading Games and Activities for Parents and Children. They will be asked to construct at least one game or devise one activity from the list which they can take home at the end of this session for use with their child. 20 minutes.
- (3) During the coming week, each parent will be asked to use the game which they constructed or the activity which they devised with their child at home. They will be asked to share orally or write a comment concerning their reaction to the parent-child learning activity.
- (4) The group will be asked for parent volunteers to demonstrate the method of playing their particular games at the next session. In this way parents can become familiar with several games.
- (5) Parents complete Evaluation Forms.
- (6) Refreshments.

## Session 4

Content--Nutrition and Learning

Goal--To help parents understand the role of nutrition in learning.

Objective--The parent(s) will be able to plan a nutritious meal and share with the parent-teacher group at least one idea for improving nutrition in their own family situation.

Strategies--(1) 20 minutes. The parent will hear a presentation by the school dietician outlining good nutrition habits for the home.

(a) Symptoms of malnutrition and the effect on learning.

(b) Nutritious vs. non-nutritious foods.

(c) Food buying tips.

(d) Food preparation tips.

(2) 9 minutes. The parent will see a film:

Mechanics of Life-Digestion and the Food We Eat

(See Film Description in Appendix D).

(3) The parent will receive a nutrition pamphlet to be used for reference.

(4) 15 minutes. The parent will work with a group to plan balanced meals for one family for one day following a prescribed budget.

(5) 10 minutes. The groups will share and discuss their meal plans from the above activity. Copies of the meals will be distributed to parents at the next session.



- (6) The parent will be asked to write or share orally  
at the next session one thing he can do in his own  
situation to improve nutrition for his family.
- (7) Parents will complete Evaluation Forms.
- (8) Refreshments.

## Session 5

Content--Community Resources

Goal--To help parents understand community resources in relation to their potential for education for children.

Objective--Parents will be able to state orally or write at least three things which they can do to better utilize community resources for learning for their children.

Strategies--(1) 30 minutes. The parent will view selected films from the list below which explain how community resources can provide intellectual enrichment for children. (See Film Descriptions in Appendix D).

Films: (a) Dictionary for Beginners - 11 minutes.

(b) Field Trips for Discovery - 13 minutes.

(c) Our Community-- 12 minutes.

(d) Seeds of Learning - 8 minutes.

(e) Where Can a Young Child Learn - 10 minutes.

(2) 10 minutes. Parents will brainstorm for ideas from the films or personal experience which can be used with children for intellectual and language development through utilization of community resources.

(3) The above ideas will be mimeographed for distribution at the next meeting.

(4) 10 minutes. The parents will receive a list of Community Resources and a list of Activities for Utilizing Community Resources for Learning (See

Appendix B for copies). These handouts will be read and discussed together and parents will be asked for additional ideas.

- (5) 5-10 minutes. Parents will be asked to write or to share orally three activities they personally can do to enhance learning for their child through the utilization of community resources.
- (6) Parents will complete Evaluation Forms.
- (7) Refreshments.

## Session 6

Content--Volunteer Parent Classroom Aide Participation

Goal--To help parents understand how parent volunteer classroom aide participation can be used to reinforce reading skills for primary children.

Objective--Parents will participate in three primary reading activities in order to demonstrate understanding of the role of a classroom aide in reinforcing reading skills.

Strategies--(1) 5-10 minutes. Parents will be given a briefing of the aspects of classroom aide activities.

- (a) Selected Managerial Duties--Roll Check  
Materials Distribution  
Cap and Coat Check
  - (b) Supervision of Individual worksheet-type lessons.
  - (c) Participation in and supervision of word games and other free time activities.
  - (d) Supervision of individual audio-visual lessons to promote proper use of lesson materials and machinery.
  - (e) Construction of materials and supplies for use with students.
  - (f) Preparation of bulletin boards and other classroom displays.
- (2) Parents will view the following film in order to increase their understanding of classroom procedures

and techniques and of the aspect of freeing the classroom teacher for more extensive work with students. (See Appendix D for Film Descriptions).

Film: Teaching Techniques - 18 minutes.

- (3) 10-15 minutes. Parents will visit primary reading classrooms to become familiar with the location and layout of materials and equipment.
- (4) Parents will be invited to visit primary classrooms during school sessions to familiarize themselves with actual procedures and routines of the classes.
- (5) 15 minutes. Parents will practice simulated classroom activities by (a) flashing word cards for each other, (b) helping each other with primary worksheet exercises, and (c) playing student word games together. Each parent will be asked to participate briefly in each of the three activities above to demonstrate understanding of the role of the classroom aide. Staff members will be available for assistance and evaluation.
- (6) Parents will be asked to sign-up for the volunteer aide program if they wish to assist in this area.
- (7) Parents will complete Evaluation Forms.
- (8) Refreshments.

### Implications of This Project and Areas for Further Study

This project carries with it the implication that primary level students will read better as a result of parental involvement in reinforcing primary level reading skills.

It would be interesting and beneficial to this project to determine in further study the degree of improved reading achievement in the children of parents actively participating in this parent education program as opposed to children of "uninvolved" parents.

Another area which might be considered for further study is the addition to the primary level reading program of regularly scheduled individual parent-teacher conferences. An effort should then be made to determine the extent of improved reading achievement as a result of this type of parent involvement in the processes of teaching children to read.

It would be interesting also in cases of improved reading ability in children of involved parents to determine whether this improvement resulted from increased parental knowledge of methods of reinforcing reading skills or from increased educational manipulation of the home environment to fit the requirements of the educational system. An attempt should be made to determine whether

the students have only become more proficient in the skills which the educational community feels they should acquire or whether each child actually has been better equipped with the specific reading skills he will need for his own life situation. The answer to this question could have many implications for education.

It appears evident to this author that there are many possible areas for further consideration and study in relation to parental involvement in the reinforcement of reading skills in primary level children.

Implementation of this curriculum project can lead to development of more extensive parental involvement in reinforcing primary level reading skills and to subsequent organized assessment of the value of such involvement in improving the reading skills of primary level students.

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## Appendix A

## LETTER OF INVITATION

Dear Parent,

It is my belief that by working together during this school year we will be able to more effectively help your child achieve in reading. I have several specific ideas and activities which I would like to share with you and other parents.

I believe that you, as a parent, will be able to help me get other parents to come and participate. As they see your interest in your child's reading progress, this will help them to become more interested in helping their child. This interest, in turn, can help to improve the entire reading program in the primary grades.

If you would be willing to help me contact other parents, please call me at 259-6363, come to see me during any school day next week, or write me a note and return it by your child.

I will then contact you to make further plans.

Sincerely,

Naomi Roberson  
Reading Teacher

P A R E N T S !

W E

W A N T

Y O U . . .

TO HELP YOUR CHILD TO BE A BETTER

R E A D E R

Please come and let us share with you H O W you can help...

Tuesday, September 19, 1976

7:30 - 8:30 p.m.

Baker County Reading Clinic  
South East Boulevard  
Macclenny, Florida 32063

Please phone 259-6776 for more  
information.

Appendix B



## CURRICULUM OVERVIEW

### TAKE-HOME BULLETIN

Dear Parent,

We have planned several parent-teacher sessions at which we would like to share with you ideas and activities which you can use to help your child improve his reading skills.

At these sessions, we will discuss the following ideas and attempt to answer these questions together:

Attitudes-How do attitudes affect learning (reading) ability?

Home Environment-Can my home environment affect my child's ability to read?

Games and Activities-What games can be played with my child to improve his reading skills?

Nutrition-Can my child's eating habits cause reading problems?

Community Resources-What are the community resources and how do they affect my child's reading?

Volunteer Classroom Aide Participation-How can this affect my child's reading progress?

We plan to share ideas, to make games and activities to be used by you with your child at home, and to practice together using the ideas, games and activities to help you better understand their use with your children.

We believe you will find these meetings to be interesting and a fun way to help you do what you most want to do--help your child

to read better!

With this bulletin we have included a list of things which you can do to help your child read better. These suggestions will be discussed further with you at the parent-teacher sessions, and we will be happy to answer questions you may have.

Please plan to be with us each week. The meetings will be completed within an hour, and refreshments will be served. We are counting on you!

Things you can do to help your child read better:

1. TALK to your child. Help him add words to his speaking vocabulary. The more words he uses naturally in his ordinary conversation, the more words will have meaning for him when he sees them on the printed page.
2. LISTEN to your child. Children need many opportunities to express themselves. Encourage him to talk and listen to him read. Suggest that he read the story to himself to be sure he knows the words before he reads to you. This makes his reading more interesting for you.
3. READ to your child. Remember his listening and interest levels are above his reading level.
4. HELP him with his reading. Tell him the word if he is in the beginning stages of reading. Help him work out the word if he is in a later stage by looking at the picture, skipping over the unknown word and reading the rest of the sentence to see whether this suggests a new word, and checking to see whether the word makes "sense" in the sentence. ("I was a pig" or "I saw a pig")
5. TEACH your child how to take care of books. He will then learn to regard books as friends.
6. TAKE him on trips. Point out interesting things to him and give him new words and meanings for words.
7. BUILD UP a reading atmosphere. Have books available to him. Take him to the library and let him choose books.

8. BUY OR MAKE games and puzzles for your child. These help your child learn shape and form and help him relate words to things. Anagrams, letter games, Scrabble, and lotto will help him with his spelling and reading. Jigsaw puzzles help a child recognize shape, because the puzzle piece must be matched to fit a space.
9. Praise your child. Remember, reading is a difficult task. Praise him when he succeeds. Don't expect him to know the word when you tell it once or twice or even ten or twenty times. Some normal children need to see a word many more times to learn it.
10. Keep your child well and rested. A child who has stayed up late to watch television shows the effect the next day in his schoolwork. Cooperate with the school nurse in correcting his vision or hearing or nutritional defects.
11. Give your child responsibilities which he is capable of taking. This allows him to earn recognition and to get satisfaction from accomplishments.
12. See that your child comes to school regularly. When he is absent he misses his work and may not be able to keep up with his class.
13. Plan a definite homework time and place. Develop daily habits. Be consistent.
14. Choose movies and television with your child to be sure they provide information as well as entertainment.
15. Accept your child as he is. Avoid comparing him with others. Encourage him to improve as much as he can but avoid pressure.
16. Show a real interest in school. Your attitude is usually your child's attitude. If you consider school important, he usually will too.
17. Ask questions when you don't understand.

Source:

Robinson, H. A., & Rauch, S. J. Guiding the Reading Program.  
Chicago: Science Research Associates, 1965.

SUGGESTIONS FOR PROVIDING A HOME ENVIRONMENT MORE CONDUCTIVE TO LEARNING  
THROUGH LANGUAGE DEVELOPMENT ACTIVITIES AND HOME STUDY PRACTICES

While it may not be possible for you and your family to follow all the suggestions below, there should be some ideas that will work for you.

Read them carefully. Try them with your family, and use the ideas that work for your situation and with your child.

1. Talk to your child. It is so easy to become too busy to do this. Question him in order that he has to think and provide answers. This does not need to be a "formal session". Just let talk happen as a matter of course so your child doesn't feel you are prying. Your attention must be genuine. Even a small child will know if it isn't.
2. Listen to your child. Train yourself to really pay attention when he talks so you will be able to extend the conversation and help him form new concepts and add new words to his vocabulary. Compliment his knowledge on a subject. Provide additional information if he is interested.
3. Explain to your child how to do things and why. Encourage him to ask questions about how things are done. Let him repeat directions to you, and follow the directions when possible. This teaches him new concepts and helps him to express himself, building his vocabulary.
4. Read to your child. Hearing you read interesting things to him will make him more curious about books and what he can find in them.
5. Help your child read. Refer to the suggestions in the film Johnny Can Learn to Read which can provide reading motivation for your child. Also refer to the list of suggestions which you will receive for a Parent-Child Reading Session. Encourage older children to read to younger children. This provides valuable practice for the older child and motivation for the younger child.
6. Read yourself. In this way you can convince your child by example that reading is important. If he asks, you might share what you read, on his level, of course, in order to capture his interest.

7. Buy books for yourself and your child, if possible. Go to the public library and check out books regularly for yourself and your family. Let your child select books for himself. Later, you can guide him in some selections. Refer to the Primary Booklist you will receive for suggestions.
8. If your child doesn't seem interested in reading at first, provide books for him anyway and make them available in the home, without pressure. Keep changing the books regularly. This will provoke his curiosity and he may begin to pick them up on his own. If possible, give him a magazine subscription for a birthday or Christmas gift. If he feels the magazine is his very own he may be more interested in reading it.
9. Provide a nightly Family Quiet Time. This doesn't have to be an extended length of time. Begin with a 15-30 minute session. Everyone must find something to do quietly. You may be surprised at the way everyone will gradually turn to books. For very young children, you may spend this time reading to them. This makes them feel a part of the reading activities and provides quiet for other family members.
10. Play games with your child. This could sometimes be a quiet-time activity. Play oral word games to develop listening and oral language skills. Buy word games, puzzles, reading activity books for your children, or make your own. Often, your children can help you make the games. You will receive suggestions for games and activities which you can make at a later parent-teacher session.
11. Provide your child with materials for creating on his own. Scissors, tape, glue, paper, crayons, string, egg cartons, bottle caps, wrapping paper, old magazines, old socks and buttons for puppets, etc. Supervise his creative time if you feel you need to, but let him create.
12. Provide a regular time for homework and be firm in insisting upon this. Let homework provide your child with the opportunity to assume responsibility for what he learns. Always be available to help if you are needed, but be careful to let the child do the work. Help him find answers, but don't find them for him. Teach him to look again, more carefully. Check finished work, note errors, suggest alternatives, and let child correct. Let your child know you are interested. Comment favorably on work well done. Choose a time that works for your family, but be consistent.
13. Provide the child with a definite location to do his homework. The area should be well-lighted and quiet. It can be the kitchen table provided it is quiet. Have all children quiet or doing homework at the same time.

14. Accept your child on his own ability level, and praise him for accomplishments at that level. Give praise for any improvements and criticize fairly if the child is not working to his potential. Always accompany criticism with suggestions for improvement. Genuine interest, attention, fair criticism, and understanding pave the way for the habit of sharing--bringing homework papers, home, etc.
15. Provide your child space to grow and explore. If no yard, take him outdoors to woods or to the park and allow him to explore and learn. Play with him. Let him play with other children.
16. During school vacations, provide activities for your child to reinforce skills gained during the school year. Continue library trips and provide books on various subjects:
  - a. Books of travel and biography--Social Studies
  - b. Books on words and language--Language Arts.
  - c. Books on numbers--Arithmetic
  - d. Books on space, inventions, discoveries--SciencePlan vacations to include learning experiences and activities for your child. Play word games while traveling.
17. Encourage your child to pursue hobbies. Hobbies offer relaxation, a change of pace, and a chance for parent and child to share, in some cases. Through hobby-occupied friends your child may be led to new pursuits. A hobby may help a shy child gain standing with his peers.
18. Choose television programs with your child to provide a balance of content and talk to your child about what he sees. Help him to determine whether the program has value for him.
19. Check with other parents for ideas which you can add to this list and try at home with your child.

## SUGGESTIONS FOR A PARENT-CHILD READING SESSION

1. Hear your child read daily. Check with his teacher if you are not sure about which books he should be reading.
2. Set a 10-15 minute time limit.
3. Encourage the child's efforts. If he makes mistakes, supply the correct word for him. If he consistently makes many errors, keep your worries from your child and discuss them with the child's teacher. The material may be above his reading level. Encourage the child, but avoid pushing or criticizing. This may cause your child to dislike reading to you. Avoid comparing him with other children or making disparaging remarks to him.
4. Ask questions about what he has read. Always give the child a chance to tell you about what he has read. This encourages comprehension and self-expression.
5. Do not be concerned about teaching reading skills unless the teacher has asked you to provide help and has shown you how to teach the skill. The child may become confused if he is exposed to several teaching methods at the same time, even though all might be equally good methods.
6. If a child attempts to run his finger over or under the print, check with his teacher before discouraging this. Some children may need this temporary aid in overcoming a perception difficulty. A piece of blank paper under each sentence as it is read can help a child to train his eyes to stay on the correct line of print without using the ever-present finger. However, it would also be best to check with the child's teacher before doing this.
7. If a child whispers or mouths the words as he reads, let him try holding a finger over his lips to discourage this.
8. If a child tends to read over punctuation, tell him he will have to re-read and make him do so. Explain that punctuation guides the reader in expression and helps the words to mean more to him. However, don't make an issue of this. Work on it gradually as your child reads to you.
9. For comprehension, you might wish to select a few words before reading, discuss them, and ask your child to originate sentences using the words. Check comprehension after reading by having the child tell the story in his own words.
10. To help a child understand sequence, ask him what happened first, second, last, etc. If he has trouble, ask what happened first,

this or that? If still trouble, let him re-read and stop at the end of each paragraph or couple of paragraphs, if short. If he still cannot tell what happened, let him tell each sentence in his own words. Don't pursue this to the point of frustration. Just practice it gradually over a period of time as he reads to you.

11. Above all, strive to make the home reading scene a close, happy one. Let this be a time of sharing for you and your child. This will do much to give him a positive attitude toward reading and improve his reading skills.



## SUGGESTED READING GAMES AND ACTIVITIES

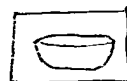
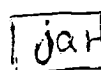
### FOR PARENTS AND CHILDREN

#### 1. Card Game--Match

Skills--Decoding

Visual Discrimination

Language Development



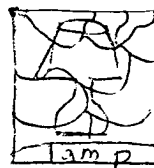
- A. Cut and paste twenty-five or more separate magazine pictures on index cards.
- B. Write beginning letters, blends, ending sounds of the picture names (even whole words) on additional index cards.
- C. Divide the picture cards evenly among the players. All letter/word cards are placed face down in the middle of the players.
- D. If a player draws a match to any picture he holds, he says the sound or word on the card and keeps it.
- E. If no match, the player turns the card face up on the table.
- F. If that card will match two cards which another player holds, he may name the sound or word and claim the card.
- G. The player with the most cards when the deck is depleted, wins.
- H. The rules may be varied to fit the need.

#### 2. Picture/Word Puzzle

Skills--Visual Motor

Visual Discrimination

Decoding



- A. On a cardboard square, paste a picture cut from a magazine.
- B. Write a word describing or naming the picture and paste it at the top or bottom on the face of the picture.
- C. Use large scissors and cut up into puzzle pieces.
- D. Let the child fit the pieces together again, and read the word.
- E. If two identical pictures are available, you can make a picture for the child to look at while placing the puzzle pieces together.

#### 3. Alphabet Cards

Skills--Visual Motor

Visual Discrimination

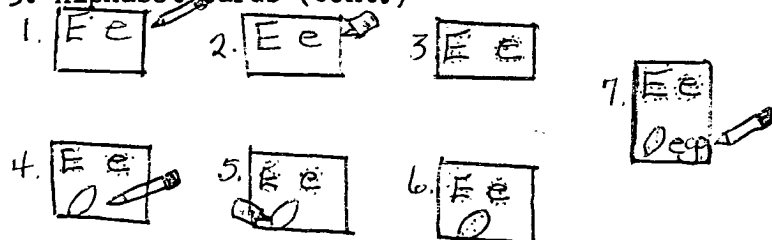
Decoding

- A. A fun way to learn alphabet letters and a sight vocabulary, too!
- B. Children will need a pencil, paper, glue, rice and a 6x6 cardboard square for each alphabet letter made.

## SUGGESTED READING GAMES AND ACTIVITIES

2

### 3. Alphabet Cards (Cont.)



- C. The child (1) writes the alphabet letter, (2) covers the letter with glue, (3) sprinkles it with rice and lets it dry, (4) the child draws a picture of an object that begins with the alphabet letter, (5) covers it with glue, (6) sprinkles it with rice, (7) chooses a word to name the picture and writes (prints) it on the card.
- D. The child may make a card for each letter of the alphabet, or for only the letters which cause him difficulty.

### 4. Vowels/blends/digraphs Gameboard

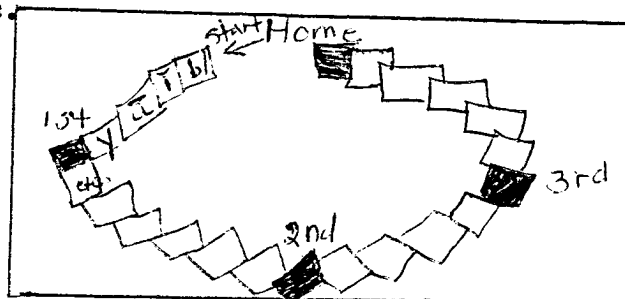
Skills--Visual Motor

Decoding

Visual Discrimination

Auditory Discrimination

- A. Cut a cardboard square 3' x 2'. You may bind the edges with tape.
- B. Choose a pattern (see example) and draw squares on the board with a magic marker.
- C. Fill each square with letters, blends, or digraphs.
- D. Provide colored buttons for each player.
- E. Number each surface on a cardboard or wooden square, to be used as dice.
- F. The player throws the block, then moves on the board the number of spaces he threw on the block (dice).
- G. He must name the letter or sound on which he landed or return to his previous position. He could be required to give a word containing the sound. Later players could be asked to use the word in a sentence.
- H. The player reaching "home" first, wins the game.
- I. If a player lands on 1st, 2nd, or 3rd base, he earns 1, 2, or 3 free moves.



## SUGGESTED READING GAMES AND ACTIVITIES

## 5. Alphabet Match

Skills--Decoding  
Visual Discrimination  
Oral Language

- A. Rule tagboard into 1" squares and letter the squares from "A" to "Z". Leave a blank square below each letter as shown. Make a set of 1" square letter cards, one card for each letter of the alphabet. Place these cards in an envelope and clip to the large board.
- B. Player places little cards face up beside the board.
- C. Player chooses a letter card, looks for the same letter on the big board, and places the letter card in the space right below the one it matches on the big board.

A	B	C	D
A	B	C	D
Cat	plum	ball	etc.

A	B	C	D
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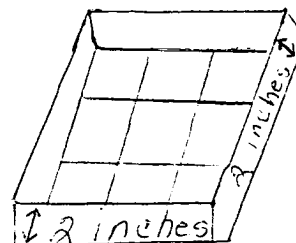
a	b	c	d
---	---	---	---

an animal	a fruit	a toy
-----------	---------	-------

- D. Variation: Write capital letters on the big board and lower case letters on the little cards. Let the child match each lower case card with its corresponding capital letter on the playing board.
- E. Variation: Vocabulary words could be written on masking tape and put on the playing board. Definitions could be written on the small cards and matched to the vocabulary words. The words and definitions could be changed as needed.

## 6. Sorting Box

Skills--Decoding  
Oral Language  
Visual Discrimination  
Auditory Discrimination



- A. Use the bottom of a large cardboard box. Cut the box leaving sides two inches high.
- B. Mark 4" x 6" rectangles inside the box bottom with a marker.
- C. Cut out magazine pictures and paste on index cards.
- D. Let child categorize fruits, vegetables, animals, transportation, etc.
- E. Let child match or categorize within a group--cars, trucks, buses, etc.
- F. Let child tell you why he matches items as he does.
- G. Let child find other pictures and put on cards and categorize with yours.
- H. Give the child alphabet letters on cards, and let them match beginning and/or ending sounds. Later, they can match vowel sounds, then whole words.

## SUGGESTED READING GAMES AND ACTIVITIES

4

### 7. Word Shapes

#### Skills--Decoding

Oral Language

Visual Discrimination

Visual Motor

A. Make word shapes from construction paper or cardboard.

B. Write the words and cut them out. cat bat

C. Let child fit the word to the shape.

D. Help them learn the word, then ask them to use it in a sentence.

E. Gradually increase word length, word forms, etc.

F. Give them separate alphabet letters. Let them make words on the word shapes while looking at the written word. bat b a t

G. Finally, let them use letters to build words on the word shapes without the written word.

### 8. Story Time

#### Skills--Listening Comprehension

Oral Language

A. Cut out magazine pictures and paste on construction paper.

B. Parent make up a story about the pictures.

1. Let the child finish the story.

2. Let the child make up the story.

### 9. Trouble Shooter

A. Play story telling or guessing games with the child to practice (without his knowing) pronouncing letters he has trouble with.

Example: "R" trouble.

"The little girl in the story is named Robin \_\_\_\_\_."

Ask: What can we give her for a last name that starts like Robin? (R eese).

### 10. Travel Games: Silly Sentences

#### Skills--Decoding

Auditory Discrimination

Oral Language

A. During Auto trips, take turns with the child making silly sentences.

Lucy likes lollipops. (Initial Sounds)

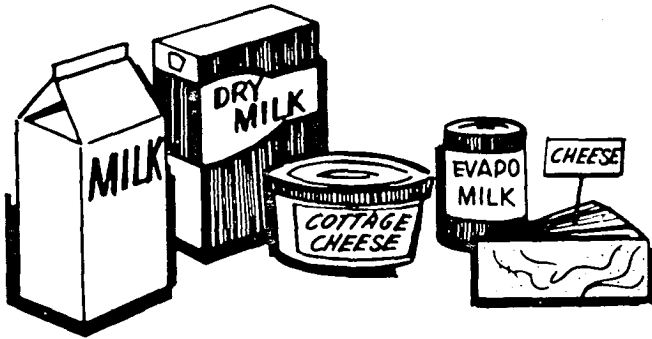
Lizzy is busy. (Rhymes)

# DAILY FOOD GUIDE

some choices for thrifty families

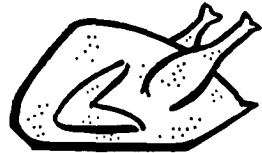
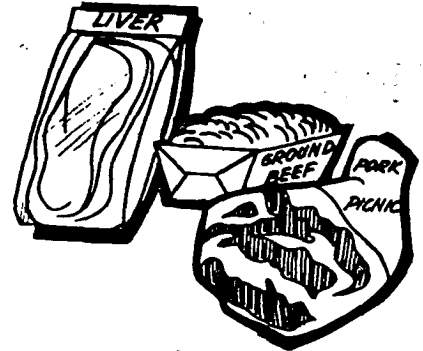
## MILK GROUP

some for everyone



## MEAT GROUP

2 or more servings

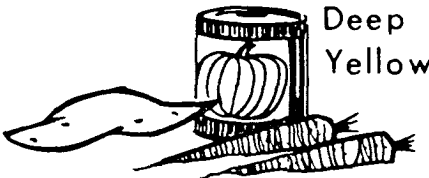


## VEGETABLE - FRUIT GROUP

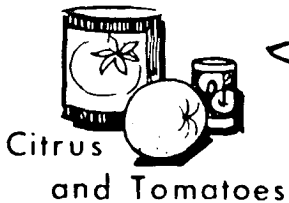
4 or more servings



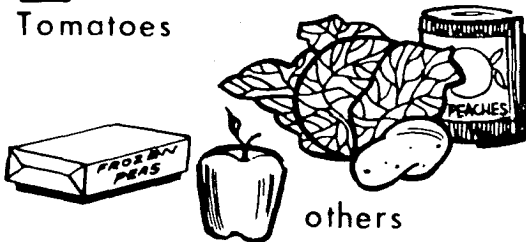
Dark Green



Deep Yellow



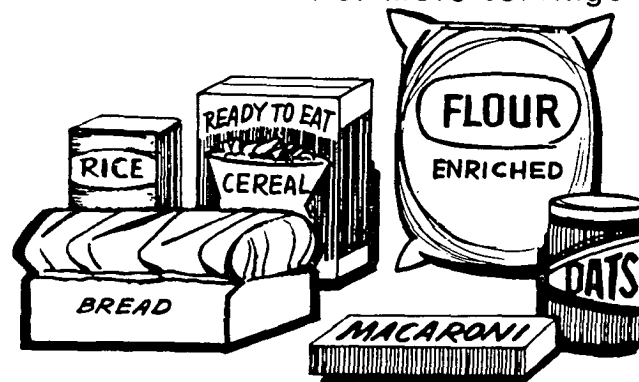
Citrus and Tomatoes



others

## BREAD - CEREAL GROUP

4 or more servings



WHOLE GRAIN OR ENRICHED

everyday eat foods from each group

EAT OTHER FOODS AS NEEDED TO ROUND OUT MEALS



# Follow the Food Guide Every Day

**SOME  
for  
EVERYONE**

## MILK GROUP

COUNT AS A SERVING 1 CUP  OF MILK

Children under 9 —  to  Adults —  or more

Children 9-12 —  or more Pregnant Women —  or more

Teenagers —  or more Nursing Mothers —  or more

Cheese can be used for part of the MILK

## MEAT GROUP

COUNT AS A SERVING 2 OR 3 OUNCES OF COOKED LEAN MEAT  
POULTRY OR FISH — — SUCH AS



A HAMBURGER



OR A CHICKEN LEG



OR A FISH

ALSO-2 EGGS  

OR 1 CUP  COOKED DRY BEANS OR PEAS

OR 4 TABLESPOONS   PEANUT BUTTER



## VEGETABLE-FRUIT GROUP

COUNT AS A SERVING ½ CUP  (RAW OR COOKED)

OR 1 PORTION SUCH AS



OR



OR



## BREAD-CEREAL GROUP (WHOLE GRAIN OR ENRICHED)

COUNT AS A SERVING

1 SLICE  OF BREAD OR 1 BISCUIT 

OR 1 OUNCE READY-TO-EAT CEREAL — — — —

OR ½ CUP  TO ¾ CUP  COOKED CEREAL,

CORNMEAL, GRITS, MACARONI, RICE, OR SPAGHETTI



STATE OF  FLORIDA

DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES  
DIVISION OF HEALTH

Post Office Box 210 Jacksonville, Florida 32201

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## MORNING CALORIES

grapefruit (½) .....	40
oatmeal .....	70
milk (½ cup) .....	80
raisin toast (1 slice) .....	70
margarine (1 tsp.) .....	45
coffee (1 tsp. sugar) .....	20

## NOON CALORIES

hamburger .....	140
enriched bun .....	100
tossed greens .....	20
french dressing (1 tbsp.) .....	60
buttermilk (1 cup) .....	90

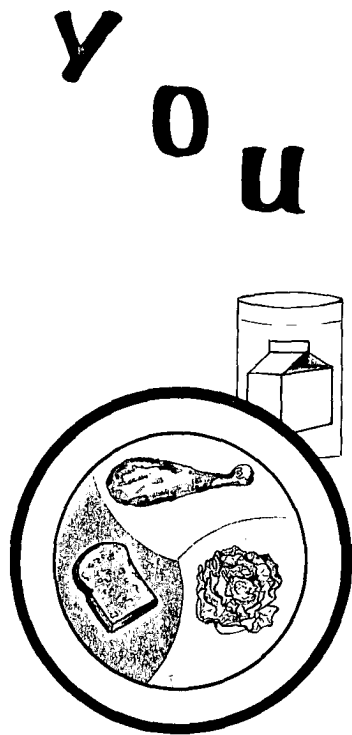
## SNACK CALORIES

apple .....	90
-------------	----

## EVENING CALORIES

broiled chicken .....	220
baked potato (small) .....	70
margarine (1 tsp.) .....	45
greens .....	20
lettuce & tomato salad .....	20
mayonnaise (2 tsp.) .....	70
biscuit .....	70
margarine (1 tsp.) .....	45
canned peaches (½ cup) .....	100
iced tea (1 tsp. sugar) .....	20

TOTAL CALORIES — 1500



# CAN

## WHY?

Food makes a difference in YOU!

- In **YOUR** being active and feeling well.
- It protects **YOUR** looks.
- In helping **YOU** resist disease.
- It helps build and repair **YOUR** body.
- It helps **YOU** enjoy a longer healthier life.

## WHAT?

Every day **YOU** need food from these groups:

**MEAT GROUP** — provides proteins for building muscle and iron for "iron rich" blood.

**FRUIT & VEGETABLE GROUP** — supplies vitamins, roughage to aid digestion. Minerals as well as vitamins to help the body use the energy foods and other body building nutrients are provided in this group.

**BREAD & CEREAL GROUP** — provides sugars and starches for energy. The enriched and whole grain products also provide some iron and B-complex vitamins.

**MILK GROUP** — provides calcium, phosphorous, riboflavin and proteins for building bones, teeth, nerves and muscle.

## HOW MUCH?

**FOOD FROM THE FOUR FOOD GROUPS SUPPLY YOUR NEEDED NUTRIENTS.** For the amounts **YOU** need see the food chart on the next two pages.

As the years go by **YOUR** body processes slow down and **YOU** need less energy—fewer calories—but **YOU** still need the foods which supply protein, vitamins, minerals and other necessary nutrients.

## WHEN YOUR FOOD SUPPLIES TOO MANY CALORIES YOU GAIN WEIGHT.

**YOU** get extra calories from too many sweets and fats eaten with or between meals. It's smart to reduce the fats **YOU** use in cooking, on salads and bread.

## ABOUT HOW MANY CALORIES DO YOU NEED EACH DAY?

AGE	MAN (5'9")	WOMAN (5'4")
18 to 35 years .....	2800	2000
35 to 55 years .....	2600	1850
55 to 75+ years .....	2400	1700

eat  
and  
enjoy  
it!

# WHAT'S IN IT FOR YOU?

**CALORIES DO COUNT! SO COUNT UP YOUR CALORIES FOR THE DAY.**

FOODS	AMOUNT	CALORIES
<b>MEAT GROUP</b> — <i>These foods are high in protein and some contain iron and B-vitamins. Choose at least two servings daily. An * denotes high iron content.</i>		
Lean meat (poultry or fish, cooked)	3 oz.	220
Medium fat meat	3 oz.	260
Beef liver*	3 oz.	210
Frankfurter	1	125
Egg (fried or scrambled)*	1	110
Egg (poached or boiled)*	1	70
Peanut butter	1 tbsp. (rounded)	115
Cooked dried beans*	1 cup	200

**FRUIT & VEGETABLE GROUP** — *These foods are rich with vitamins, minerals. Dark greens and yellow fruits and vegetables provide vitamin A. Citrus fruits, greens and tomatoes are high in Vitamin C. Have at least four servings daily. An \* denotes high iron content.*

Greens (collards, spinach, broccoli)*	½ cup	20
Salad greens	1 cup	20
Asparagus, snap beans, okra	½ cup	20
Cooked carrots, peas,* beets and squash	½ cup	40
Potato (white-boiled or baked)	1 small	70
Potato (french fried)	10 pieces	140
Potato (Mashed)	½ cup	95
Potato (sweet, baked)	1 small	140
Corn	1 medium ear	95
Apple	1 small	60
Banana	1 small	85
Grapefruit	½ medium	40
Melon	1 cup	30
Orange	1 small	50
Peach	1 medium	40
Fruits (canned in syrup)	½ cup	100
Orange or grapefruit juice (unsweetened)	½ cup	40

**MILK GROUP** — *These foods are high in protein, calcium and riboflavin. Choose at least two servings daily.*

Whole Milk	1 cup	160
Skim or buttermilk	1 cup	90
Cheddar cheese	1 slice (¾ oz.)	85
Cottage or pot cheese	¼ cup	60
Ice cream	½ cup	145

FOODS	AMOUNT	CALORIES
<b>BREAD &amp; CEREAL GROUP</b> — <i>Calories team up with iron, riboflavin, thiamin and niacin. Have four or more servings daily. An * denotes high iron content.</i>		
Bread (enriched-white, rye, whole wheat)*	1 slice	70
Roll (enriched white)*	1 average	110
Biscuit	1 medium	130
Cornbread	1 two inches square	90
Saltines (enriched)*	5	70
Grits (enriched)*	½ cup	70
Oatmeal & cream of wheat* (cooked)	½ cup	70
Spaghetti, macaroni noodles (plain, cooked)	½ cup	70
Cornflakes	1 cup	95
Doughnut	1	125

**FATS** — *Butter and margarine contain vitamin-A. All fats have calories, but very few other nutrients.*

Butter or margarine	1 tsp.	45
Bacon	1 strip	45
Sausage	1 link	95
Cooking oil	1 tbsp.	125
French dressing	1 tbsp.	60
Mayonnaise	1 tbsp.	100
Sour cream	1 tbsp.	30

**EXTRAS & BEVERAGES** — *These foods have many "empty calories." This means that they are high in calories, but have very few if any of the necessary nutrients that YOUR body needs.*

Sugar	1 tsp.	20
Potato chips	10 pieces	110
Cookies	1 three inch	170
Candy bar (chocolate)	1 small	170
Pie	1 6 average piece	320-420
Cake (plain)	1 average piece	120-200
Cake (icing)	1 average piece	160-240
Carbonated soft drinks	8 oz.	110
Beer	8 oz.	115
Wine	3½ oz.	80-160
Cocktail	1 average	140-180

FOR MORE INFORMATION CONTACT YOUR COUNTY HEALTH DEPARTMENT



## COMMUNITY RESOURCES

### COMMUNICATION

#### Radio Stations:

WJAX Radio Station  
225 Coast Line Drive West  
Jacksonville, Florida

Phone: 354-1681

WJCT FM Radio Station  
2037 Main Street  
Jacksonville, Florida

Phone: 354-4737

#### Television Stations:

WJCT Community Television Station  
2037 Main Street  
Jacksonville, Florida

Phone: 354-2806

WJKS-TV 17  
9117 Hogan Road  
Jacksonville, Florida

Phone: 641-1700

WJXT TV  
1851 Southhampton Road  
Jacksonville, Florida

Phone: 399-4000

WTLV TV  
1070 East Adams  
Jacksonville, Florida

Phone: 354-1212

### DAIRY FARMS

Register's Dairy  
Sanderson, Florida 275-2165

Richardson's Dairy  
Sanderson, Florida

FIRE STATION

Macclenny Fire Department  
East Macclenny Avenue  
Macclenny, Florida

Call 259-6261 to arrange tours.

HOSPITALS

Fraser Memorial Hospital  
159 South 3rd Street  
Macclenny, Florida 259-3151

Northeast Florida State Hospital  
Macclenny Avenue  
Macclenny, Florida 259-6211

INDUSTRY

Jacksonville Paper Company  
330 Stevens Street  
Jacksonville, Florida 783-0550

St. Regis Paper Company - Public Relations  
9469 Eastport Road  
Jacksonville, Florida 765-3511

LIBRARIES

Haydon Burns Public Library  
122 North Ocean Street  
Jacksonville, Florida 633-2426

Baker County Public Library  
South 5th Street  
Macclenny, Florida 259-6464

MUSEUMS

Jacksonville Art Museum, Inc.  
4160 Boulevard Center  
Jacksonville, Florida 398-8336

Jacksonville Children's Museum  
1025 Gulf Life Drive  
Jacksonville, Florida 396-7061

NEWSPAPERS

The Baker County Press  
Macclenny, Florida 259-2400

Florida Times Union-Jacksonville Journal  
One Riverside Avenue  
Community Relations Department  
Jacksonville, Florida 791-4447

PLANT NURSERIES

Glen St. Mary Nursery Company  
Glen St. Mary, Florida 259-6256

Southern States Plant Nursery  
121 South  
Macclenny, Florida 259-2221

PARKS

Jacksonville Park Maintenance  
851 North Market Street  
Jacksonville, Florida  
Call 633-5630 for information about locations.

TRANSPORTATION

City Bus Rides  
Downtown Jacksonville

Mayport Ferry  
Heckschere Drive  
Jacksonville, Florida

Jacksonville International Airport  
Jacksonville, Florida

Naval Air Station  
Public Affairs Officer 246-5226  
Call to arrange a tour of ships in port.  
Lunch on board can be arranged for a small fee.

MISCELLANEOUS

Jacksonville Zoo  
8605 Zoo Road  
Jacksonville, Florida 765-4431

Jacksonville Water Works

Jacksonville Beach  
Jacksonville Beach, Florida

## Parent-Child Activities for Utilizing Community

### Resources for Learning

1. Take a notepad on your trip and help your child write down things of special interest to him. He might dictate this to you as you write. Let him help you read it back then and/or later. You might encourage him to describe things which interest him.
2. Teach your child to observe more carefully. Ask him questions which will require him to think:
  - (a) Zoo--How are the lion and the tiger alike? How are they different?
  - (b) Art Gallery--Which picture (painting) would you select as your favorite? Why?
  - (c) Park--Where do you think the ducks might get food? What do you think they might eat?
  - (d) Museum--Why do you think it might be important to keep (preserve) these particular things?
3. Let your child list the names or words associated with places visited. He might even categorize from a list of terms related to different community resources (zoo-alligator, ostrich; beach-surf, shells, etc.)
4. Let your child cut out magazine pictures of places visited or things seen. They can paste these pictures on plain or construction paper, label them and make a booklet. If they can, let them write a sentence about the picture.
5. Let your child make a picture-word dictionary to help him remember the places he has visited. Let him choose words, put them in alphabetical order, write (or dictate) definitions, find or draw pictures, and use guide words.
6. Take along a camera. Let your child decide upon good pictures to take. Later, let him paste the pictures in a book of "memories" and label each one.
7. Ask your child to anticipate things he will see on a particular visit and list them in a notebook. During his trip, or after he returns, let him check his list, add to it, and take away things he did not see.
8. Let your child write letters or notes to relatives describing trips he takes to visit various community resources. He may need to dictate these letters at first. Later, he can write them himself.

9. Let or help your child make a miniature zoo, public park, factory, or any community resource using cardboard boxes and construction paper, etc. Encourage him to label the displays.
10. Encourage your child to write stories about his trips, illustrate the stories with drawings or magazine pictures and make into booklets. Younger children can dictate stories to you and help you read them.
11. Take your child to a park or wooded area and let him explore nature. Ask questions of him and encourage him to question you. You might find answers together in the library or with the encyclopedias at home. Name birds, trees, flowers, and animals.
12. Check with other parents for ideas which you can add to this list.

## Appendix C

PARENT EVALUATION FORM

Date \_\_\_\_\_

Session \_\_\_\_\_

1. Did you have a chance to have input into discussions? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Check any of the following statements that describe your feelings about this parent-teacher session:

- a. It was exactly what I wanted. \_\_\_\_\_
- b. I'm looking forward to more of the same. \_\_\_\_\_
- c. It was relevant to the group's concerns. \_\_\_\_\_
- d. It was helpful. \_\_\_\_\_
- e. I was mildly disappointed. \_\_\_\_\_
- f. It didn't hold my interest. \_\_\_\_\_
- g. It didn't deal with issues relevant to the group's concerns. \_\_\_\_\_
- h. It was a complete waste of time; I didn't learn anything. \_\_\_\_\_

3. If you felt the session had strong points, what were they? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. If you felt the session had weak points, what were they? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What did you learn during this session?

a. New information: \_\_\_\_\_

b. New skills: \_\_\_\_\_

6. Suggestions for future sessions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# EVALUATION CHECKLIST

Name of Parent:	Attendance	Actively participated in class sessions	Made a written or an oral contribution	Other contributions
Session 1 Attitudes	Present ____ Yes ____ No	____ Helped to formulate group ideas for improving attitudes	____ Shared one idea for improving Attitudes	____ Observed reading class in session
Session 2 Home Environment	Present ____ Yes ____ No	____ Viewed Film ____ Role Play ____ Listed 5 activities to improve environment	____ Shared one change made at home.	____ Brought books to share with other parents
Session 3 Reading Games and Activities	Present ____ Yes ____ No	____ Viewed ____ films ____ Made ____ games or activities	____ Shared a parent-child game session	____ Made a nd/or shared additional games ( activities
Session 4 Nutrition	Present ____ Yes ____ No	Planned meals with a group: Breakfast ____ Lunch ____ Dinner ____	____ Shared one way to improve nutrition at home.	____ Shared additional balanced meal plan
Session 5 Community Resources	Present ____ Yes ____ No	____ Viewed ____ films ____ Shared resource ideas with the group	____ Shared ____ ways to utilize resources with family	____ Shared other ideas for utilizing resources
Session 6 Classroom Aide Participation	Present ____ Yes ____ No	____ Viewed ____ films ____ Used Flash Cards ____ Used Worksheets	____ Volunteered as classroom aide	____ Observed classes in session



## Appendix D

## FILM DESCRIPTIONS

### Dictionary for Beginners - 11 minutes - Coronet Films

Margaret and Jack make a dictionary with David to help him remember the wonderful time he had during his first visit to the city. They choose words, put them in alphabetical order, write definitions, find or draw pictures, and use guide words.

### Field Trips for Discovery - 13 minutes - McGraw-Hill

This film describes the various types and purposes of field trips in science teaching. If properly selected, carefully planned, and skillfully conducted, the field trip yields the best return in direct and indirect learning for the many hours spent.

### Johnny Can Learn To Read - 31 minutes - Center for Educational Disabilities

This film is based on the thesis that if children develop reading problems they stem from lack of motivation. It describes many ingenious techniques being employed to turn kids on to reading and help conquer some of the root causes underlying reading difficulties.

### Mechanics of Life: Digestion and the Food We Eat - 8 3/4 minutes - BFA

Our bodies need a well-balanced diet in order to remain healthy. A balanced diet is suggested. The process of preparing this food for use within the body is shown in this film.

### Our Community - 12 minutes - Encyclopedia Britannica Films

This film illustrates important community institutions and their services by portraying a day in the life of a ten-year-old boy. It depicts police and fire protection, health safeguards, and parks and recreational facilities. Points out ways in which the members of a community serve each other, and emphasizes that membership in a community is a responsibility as well as a privilege.

### Reading for Beginners: Word Shapes - 11 minutes - Coronet

Each word has its own special shape that comes from the number and position of its letters. Sometimes you notice the shape of the whole word, and sometimes the shape and placement of certain letters.

### Reading for Beginners: Word Sounds - 11 minutes - Coronet

Jerry has fun experimenting with words that end with the same sound. He finds that word sounds provide many clues that help us read.

Reading From Now On - 11 minutes - MC

A little boy is having a hard time learning how to read. He's shy and embarrassed in class. Then one day his brother says, "You already know how to read and don't even know it." And sure enough. He can recognize a Stop Sign, Hot Dogs, A Mail Box, and a Barber Shop. It's a lot easier in school, once he realizes how much he already knows.

Reading: Lesson in Teaching - 25 minutes - UNEVA

This lesson is based on a story called, "Horace the Happy Ghost." The teacher uses creative play and dramatization of the story to motivate and interest the pupils.

Reading with Suzy - 11 minutes - Churchill Films

Designed to teach reading to beginners, to slow second graders and to older children with reading problems. Words appear on the screen as Suzy, her mother, and her father speak to each other.

Seeds of Learning - 8 minutes - BFA Educational Media

Sensory experiences allow children to discover and enjoy the world around him - to reach beyond himself.

The Study Series-How We Study - 6 minutes - BFA Educational Media

Open-end film designed to involve the audience and stimulate discussions.

Teaching Techniques - 18 minutes - McGraw-Hill

Stresses the importance of effective classroom procedures and illustrates them by examples.

Where Can A Young Child Learn? - 10 minutes - Parent's Magazine Films, Inc.

This film is one of the Preparing the Child for Learning Series produced by Parent's Magazine.

## Source:

Duval County Audio-Visual Guide Book. Jacksonville, Florida, 1971.

Parent's Magazine Films, Inc., 52 Vanderbilt Avenue, New York, New York.